



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2011-2012:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2012-2013 NCLB Report Card

School: Portland High School

SAU: Portland Public Schools

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# 2012-2013 NCLB Report Card



**School:** Portland High School  
**SAU:** Portland Public Schools  
**Grade:** High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	208	192	92	43	48	50	10	32	21	36	189	3	0
	2011-2012	211	199	94	44	45	47	13	31	20	37	198	1	0
Female	2010-2011	119	113	95	44	50	54	8	36	19	36			
	2011-2012	102	98	96	49	48	51	15	34	17	34			
Male	2010-2011	89	79	89	41	46	46	14	27	24	35			
	2011-2012	109	101	93	39	42	43	11	28	22	40			
Caucasian/White	2010-2011	126	116	92	61	61	51	17	44	23	16			
	2011-2012	121	117	97	62	59	48	21	41	20	19			
African American/Black	2010-2011	60	55	92	5	10	23	<1	5	20	75			
	2011-2012	50	45	90	16	19	28	<1	16	9	76			
Hispanic	2010-2011	6	5	83		53	45							
	2011-2012	15	15	100	13	21	30	<1	13	27	60			
Asian or Pacific Islander	2010-2011	12	12	100	42	43	51	<1	42	17	42			
	2011-2012	21	18	86	28	27	48	11	17	39	33			
American Indian or Native Alaskan	2010-2011	3	3	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	117	105	90	20	25	34	2	18	21	59			
	2011-2012	108	98	91	15	24	31	2	13	19	65			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	24	18	75	11	15	17	<1	11	28	61			
	2011-2012	31	28	90	21	22	16	<1	21	21	57			
Limited English Proficient	2010-2011	67	61	91	5	6	9	<1	5	13	82			
	2011-2012	72	66	92	9	9	13	<1	9	14	77			

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2012-2013 NCLB Report Card



**School:** Portland High School  
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**Grade:** High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	208	192	92	37	41	49	2	35	24	39	189	3
	2011-2012	211	200	95	37	36	47	6	31	22	41	199	1
Female	2010-2011	119	113	95	35	38	47	1	34	21	44		
	2011-2012	102	98	96	34	33	46	5	29	23	43		
Male	2010-2011	89	79	89	41	43	51	3	38	29	30		
	2011-2012	109	102	94	40	38	47	7	33	21	39		
Caucasian/White	2010-2011	126	116	92	54	52	50	3	52	25	21		
	2011-2012	121	117	97	50	46	48	10	39	26	25		
African American/Black	2010-2011	60	55	92	4	10	21	<1	4	24	73		
	2011-2012	50	45	90	9	9	21	<1	9	20	71		
Hispanic	2010-2011	6	5	83		20	36						
	2011-2012	15	15	100	27	21	32	<1	27	7	67		
Asian or Pacific Islander	2010-2011	12	12	100	33	40	62	<1	33	17	50		
	2011-2012	21	19	90	37	39	55	<1	37	16	47		
American Indian or Native Alaskan	2010-2011	3	3	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	117	105	90	14	21	31	<1	14	25	61		
	2011-2012	108	99	92	12	17	30	1	11	18	70		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	24	18	75	17	17	15	<1	17	28	56		
	2011-2012	31	29	94	17	15	15	<1	17	17	66		
Limited English Proficient	2010-2011	67	61	91	3	6	17	<1	3	16	80		
	2011-2012	72	67	93	7	5	15	<1	7	18	75		

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2012-2013 NCLB Report Card



**School:** Portland High School  
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**Grade:** High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	208	188	90	27	35	44	1	26	21	52	185	3
	2011-2012	211	203	96	34	36	44	4	30	19	47	202	1
Female	2010-2011	119	110	92	23	30	40	<1	23	24	54		
	2011-2012	102	99	97	25	27	40	3	22	21	54		
Male	2010-2011	89	78	88	32	40	48	3	29	18	50		
	2011-2012	109	104	95	42	45	49	5	38	16	41		
Caucasian/White	2010-2011	126	116	92	40	44	45	2	38	28	33		
	2011-2012	121	118	98	47	48	45	7	40	23	31		
African American/Black	2010-2011	60	54	90	2	6	19	<1	2	7	91		
	2011-2012	50	46	92	11	8	20	<1	11	9	80		
Hispanic	2010-2011	6	5	83		27	37						
	2011-2012	15	15	100	13	22	32	<1	13	13	73		
Asian or Pacific Islander	2010-2011	12	9	75		31	49						
	2011-2012	21	20	95	30	33	45	<1	30	15	55		
American Indian or Native Alaskan	2010-2011	3	3	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	117	103	88	10	17	29	<1	10	15	76		
	2011-2012	108	102	94	11	16	30	<1	11	16	74		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	24	18	75	11	20	14	<1	11	17	72		
	2011-2012	31	30	97	10	15	16	<1	10	30	60		
Limited English Proficient	2010-2011	67	58	87	2	3	10	<1	2	7	91		
	2011-2012	72	69	96	4	6	10	<1	4	9	87		

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2012-2013 NCLB Report Card



**School:** Portland High School  
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	94	94	96	45	47	48	95	94	96	38	38	48	75	79	84
Caucasian/White	97	94	96	62	61	49	97	94	96	52	48	49	76	79	84
African American/Black	90	93	94	10	14	26	90	93	93	7	9	21	70	76	77
Hispanic	*	*	95	*	34	37	*	*	96	*	22	34	40	67	87
Asian or Pacific Islander	*	90	94	34	36	50	*	93	94	37	40	58	78	83	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	100	80	82
Economically Disadvantaged	91	92	94	19	25	33	92	92	94	14	19	31	64	67	73
Students with Disabilities	*	82	90	18	19	17	*	84	90	18	16	15	40	50	78
Limited English Proficient	92	92	92	7	7	11	93	93	93	5	5	15	73	79	78

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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## Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	14	13	31	5	5	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	4

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.